



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2009
Code: 10111156
SAU: Bangor School Department
School: Fairmount School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9

SUMMARY OF SCORES

Test Date: March 2009

Grade: 4

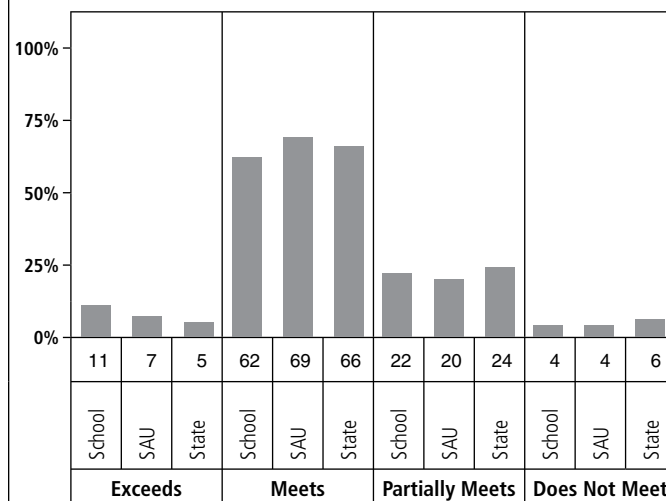
SAU: Bangor School Department

School: Fairmount School

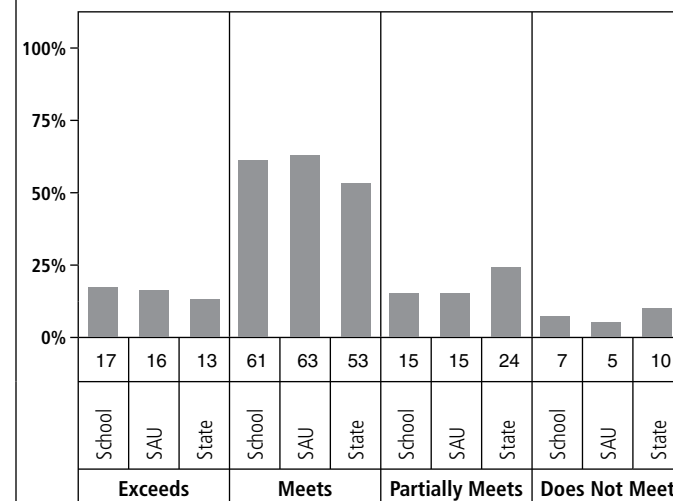
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	449	448	445
2007–2008	447	449	445
2008–2009	448	448	446
Cum. Avg.*	448	448	445
Mathematics			
2006–2007	452	451	445
2007–2008	448	449	445
2008–2009	450	450	446
Cum. Avg.*	450	450	445

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 4
SAU: Bangor School Department
School: Fairmount School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	135	100	257	100	13805	100	135	100	255	100	13737	100	135	100	255	100	13746	100						
Ethnicity African American/Black	4	3	8	3	419	3	4	100	8	100	410	98	4	100	8	100	416	99						
American Indian or Native Alaskan	2	1	6	2	125	1	2	100	6	100	124	99	2	100	6	100	124	99						
Asian or Pacific Islander	3	2	4	2	229	2	3	100	4	100	223	97	3	100	4	100	227	99						
Hispanic	2	1	4	2	149	1	2	100	4	100	148	99	2	100	4	100	148	99						
Caucasian/White	124	92	235	91	12883	93	124	100	233	100	12832	100	124	100	233	100	12831	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	23	17	48	19	2383	17	23	100	46	100	2366	100	23	100	46	100	2364	99						
Current LEP	2	1	3	1	377	3	2	100	3	100	362	96	2	100	3	100	373	99						
Economically disadvantaged	85	63	128	50	5819	42	85	100	127	100	5782	99	85	100	127	100	5788	100						
Migrant	1	1	1	0	6	0	1	100	1	100	6	100	1	100	1	100	6	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	95	70	193	75	10439	76	97	72	196	76	10471	76						
Identified disability (PET/IEP)	4	4	7	4	351	3	3	3	7	4	367	4						
LEP	1	1	2	1	171	2	1	1	2	1	172	2						
504 plan	3	3	3	2	92	1	4	4	4	2	90	1						
Participation with accommodations	40	30	62	24	3142	23	38	28	59	23	3138	23						
Identified disability (PET/IEP)	19	48	39	63	1860	59	20	53	39	66	1860	59						
LEP	1	3	1	2	186	6	1	3	1	2	198	6						
504 plan	3	8	3	5	71	2	2	5	2	3	73	2						
Other	17	43	19	31	1060	34	15	39	17	29	1043	33						
Participation through alternate assessment (PAAP)	0	0	0	0	155	1	0	0	0	0	137	1						
Identified disability (PET/IEP)	0	0	0	0	155	100	0	0	0	0	137	100						
LEP	0	0	0	0	4	3	0	0	0	0	3	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0												
Approved non-participation – special consideration	0	0	2	1	11	0	0	0	2	1	11	0						
Non-participation – other	0	0	0	0	57	0	0	0	0	0	48	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 4
SAU: Bangor School Department
School: Fairmount School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 462–480)	2006-2007	10	8	18	7	507	4
	2007-2008	5	4	24	10	559	4
	2008-2009	15	11	19	7	672	5
	Cum. Total*	30	8	61	8	1738	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 442–460)	2006-2007	86	68	173	68	8749	63
	2007-2008	84	68	159	64	8308	59
	2008-2009	84	62	175	69	8917	66
	Cum. Total*	254	66	507	67	25974	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 432–440)	2006-2007	27	21	54	21	3467	25
	2007-2008	26	21	53	21	3922	28
	2008-2009	30	22	50	20	3241	24
	Cum. Total*	83	22	157	21	10630	26
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 400–430)	2006-2007	3	2	11	4	1165	8
	2007-2008	9	7	11	4	1264	9
	2008-2009	6	4	11	4	751	6
	Cum. Total*	18	5	33	4	3180	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	32.9	68.5	32.9	68.5	31.6	65.8
A1/A2 Interconnected Elements/Literary Text	24	50	16.5	68.8	16.6	69.2	16.1	67.1
A1/A3 Interconnected Elements/Informational Text	24	50	16.4	68.3	16.3	67.9	15.5	64.6

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 4
SAU: Bangor School Department
School: Fairmount School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	135	15	11	84	62	30	22	6	4	448	255	7	69	20	4	448	13581	5	66	24	6	446
Ethnicity																						
African American/Black	4										8	0	88	13	0	446	408	2	51	31	16	441
American Indian or Native Alaskan	2										6	0	50	50	0	443	122	1	59	34	6	444
Asian or Pacific Islander	3										4						221	9	62	22	7	447
Hispanic	2										4						146	1	64	28	6	445
Caucasian/White	124	13	10	77	62	28	23	6	5	448	233	7	68	20	5	448	12684	5	66	24	5	446
Not Reported	0										0						0					
Identified disability																						
Yes	23	0	0	4	17	14	61	5	22	436	46	0	33	48	20	438	2211	1	39	42	18	439
No	112	15	13	80	71	16	14	1	1	450	209	9	77	13	1	450	11370	6	71	20	3	448
Current LEP																						
Yes	2										3						357	3	42	36	19	440
No	133	14	11	83	62	30	23	6	5	448	252	7	69	20	4	448	13224	5	66	24	5	446
Economically disadvantaged																						
Yes	85	5	6	50	59	24	28	6	7	445	127	5	59	29	7	445	5677	2	57	32	9	443
No	50	10	20	34	68	6	12	0	0	452	128	10	78	10	2	451	7904	7	72	18	3	448
Migrant																						
Yes	1										1						6	0	67	33	0	445
No	134	15	11	83	62	30	22	6	4	448	254	7	69	20	4	448	13575	5	66	24	6	446
Gender																						
Female	66	11	17	42	64	11	17	2	3	450	120	11	72	16	2	450	6580	7	68	21	5	448
Male	69	4	6	42	61	19	28	4	6	446	135	4	66	23	7	446	7001	3	64	27	6	445
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						2127	1	48	42	9	441
No	135	15	11	84	62	30	22	6	4	448	255	7	69	20	4	448	11454	6	69	20	5	447
Gifted/talented program																						
Yes	17	7	41	10	59	0	0	0	0	460	18	39	61	0	0	460	324	27	72	1	0	458
No	118	8	7	74	63	30	25	6	5	446	237	5	69	21	5	447	13257	4	65	24	6	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 4
SAU: Bangor School Department
School: Fairmount School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	1	14	2	29	4	57	435	5	0	25	33	42	437	4	2	45	36	17	441
B. less than one hour	65	11	13	55	63	20	23	2	2	448	61	8	69	20	3	448	75	5	67	23	4	447
C. one to two hours	27	4	11	27	75	5	14	0	0	450	31	8	76	15	1	450	18	5	67	23	5	447
D. more than two hours	3	0	0	1	25	3	75	0	0	443	4	0	56	33	11	444	2	3	45	36	16	442
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	44	11	19	35	60	11	19	1	2	450	41	13	69	15	2	450	40	8	71	17	4	449
B. good	43	3	5	38	67	12	21	4	7	448	47	3	75	18	4	448	45	3	66	25	5	446
C. fair	12	0	0	8	50	7	44	1	6	443	11	0	41	44	15	441	13	1	54	35	10	442
D. poor	2	0	0	2	100	0	0	0	0	445	2	0	75	25	0	442	2	0	39	42	19	439
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	43	12	21	35	60	10	17	1	2	451	41	15	68	15	1	451	31	8	69	19	4	448
B. They match some of what I have learned.	45	2	3	46	75	12	20	1	2	448	48	2	75	19	4	447	53	4	68	23	4	447
C. They match just a little of what I have learned.	6	1	13	3	38	3	38	1	13	443	6	6	56	31	6	444	11	2	54	35	10	442
D. There is no match.	6	0	0	0	0	5	63	3	38	432	5	0	23	46	31	435	4	1	39	40	20	439
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	18	0	0	11	46	10	42	3	13	441	22	0	60	31	9	444	19	4	54	31	11	443
B. about the same as my regular schoolwork	57	9	12	53	69	13	17	2	3	450	58	9	73	16	3	449	63	6	69	22	4	447
C. easier than my regular schoolwork	25	6	18	20	61	6	18	1	3	450	20	12	70	14	4	450	18	4	68	23	5	446
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	12	0	0	6	38	6	38	4	25	438	12	0	50	30	20	440	13	0	39	43	17	439
B. Most of the passages were about the same as what I normally read.	59	7	9	54	69	16	21	1	1	449	59	5	72	20	2	448	52	4	69	24	4	446
C. Most of the passages were easier than what I normally read.	29	8	21	23	59	7	18	1	3	451	29	15	71	11	3	452	35	9	72	16	3	449
How much time do you spend reading at home each day?																						
A. more than one hour	28	8	21	22	58	7	18	1	3	451	23	15	63	17	5	450	21	8	68	19	5	448
B. 20 minutes to an hour	49	6	9	49	75	9	14	1	2	450	58	6	78	14	2	449	55	5	70	21	4	447
C. less than 20 minutes	10	1	7	6	43	6	43	1	7	443	9	4	48	39	9	442	13	2	57	33	8	443
D. I rarely read at home.	13	0	0	7	41	7	41	3	18	440	10	0	52	36	12	441	11	1	51	37	11	442
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	31	2	5	25	61	11	27	3	7	445	28	3	64	26	7	445	25	3	59	30	8	444
B. six to ten pages	21	3	11	20	74	4	15	0	0	450	26	5	73	19	3	447	24	4	64	26	6	445
C. eleven or more pages	48	9	14	36	57	15	24	3	5	449	46	11	69	17	3	450	51	7	70	20	4	448
Optional school/SAU question																						
A.	25	1	100	0	0	0	0	0	0	462	31	6	64	25	6	448						
B.	0										0											
C.	25	0	0	0	0	0	0	1	100	430	57	5	85	8	3	449						
D.	50	0	0	0	0	2	100	0	0	440	12	0	50	43	7	442						

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 4
SAU: Bangor School Department
School: Fairmount School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 462–480)	2006-2007	23	18	39	15	1054	8
	2007-2008	18	15	45	18	1321	9
	2008-2009	23	17	42	16	1712	13
	Cum. Total*	64	17	126	17	4087	10
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 442–460)	2006-2007	82	65	163	63	7394	53
	2007-2008	72	58	130	52	7079	51
	2008-2009	83	61	160	63	7270	53
	Cum. Total*	237	62	453	60	21743	52
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 430–440)	2006-2007	16	13	42	16	3729	27
	2007-2008	21	17	53	21	3955	28
	2008-2009	20	15	39	15	3219	24
	Cum. Total*	57	15	134	18	10903	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 400–428)	2006-2007	5	4	13	5	1735	12
	2007-2008	13	10	20	8	1642	12
	2008-2009	9	7	14	5	1408	10
	Cum. Total*	27	7	47	6	4785	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	32.8	68.3	33.1	69.0	30.8	64.2
A. Number	20	42	13.8	69.0	14.0	70.0	12.5	62.5
B. Data	8	17	5.5	68.8	5.6	70.0	5.3	66.3
C. Geometry	10	21	6.5	65.0	6.5	65.0	6.5	65.0
D. Algebra	10	21	7.0	70.0	7.0	70.0	6.5	65.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 4
 SAU: Bangor School Department
 School: Fairmount School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	135	23	17	83	61	20	15	9	7	450	255	16	63	15	5	450	13609	13	53	24	10	446
Ethnicity																						
African American/Black	4										8	0	100	0	0	451	415	5	41	30	24	439
American Indian or Native Alaskan	2										6	0	83	0	17	446	123	12	46	28	13	445
Asian or Pacific Islander	3										4						225	22	45	20	12	448
Hispanic	2										4						147	3	58	30	10	443
Caucasian/White	124	20	16	75	60	20	16	9	7	449	233	17	61	17	6	450	12699	13	54	23	10	447
Not Reported	0										0						0					
Identified disability																						
Yes	23	0	0	5	22	9	39	9	39	433	46	2	37	33	28	438	2227	3	34	33	30	437
No	112	23	21	78	70	11	10	0	0	453	209	20	68	11	0	453	11382	14	57	22	7	448
Current LEP																						
Yes	2										3						370	7	35	31	27	439
No	133	21	16	83	62	20	15	9	7	449	252	16	63	15	6	450	13239	13	54	23	10	447
Economically disadvantaged																						
Yes	85	6	7	54	64	17	20	8	9	446	127	8	64	20	9	446	5704	6	48	30	16	442
No	50	17	34	29	58	3	6	1	2	457	128	25	62	11	2	454	7905	18	57	19	6	450
Migrant																						
Yes	1										1						6	17	33	50	0	448
No	134	23	17	82	61	20	15	9	7	450	254	17	63	15	6	450	13603	13	53	24	10	446
Gender																						
Female	66	15	23	37	56	10	15	4	6	451	120	18	63	13	6	451	6591	12	54	24	11	446
Male	69	8	12	46	67	10	14	5	7	448	135	15	63	17	5	450	7018	13	53	24	10	447
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						2131	3	41	38	18	440
No	135	23	17	83	61	20	15	9	7	450	255	16	63	15	5	450	11478	14	56	21	9	448
Gifted/talented program																						
Yes	17	10	59	7	41	0	0	0	0	464	18	61	39	0	0	465	324	64	34	2	0	464
No	118	13	11	76	64	20	17	9	8	448	237	13	65	16	6	449	13285	11	54	24	11	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 4
SAU: Bangor School Department
School: Fairmount School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	3	43	2	29	2	29	439	5	0	50	25	25	440	4	4	37	30	28	438
B. less than one hour	65	15	17	54	61	13	15	6	7	450	61	15	63	16	6	449	75	13	55	23	9	447
C. one to two hours	27	8	22	23	64	4	11	1	3	452	31	22	65	12	1	453	18	12	54	24	10	446
D. more than two hours	3	0	0	3	75	1	25	0	0	446	4	22	44	22	11	447	2	7	39	29	25	440
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	42	12	21	38	67	5	9	2	4	453	47	21	65	11	3	453	37	22	56	16	7	451
B. good	46	11	18	36	58	11	18	4	6	449	40	15	63	18	4	449	45	9	56	25	9	446
C. fair	9	0	0	8	67	3	25	1	8	445	10	8	58	23	12	445	14	3	46	34	17	440
D. poor	3	0	0	1	25	1	25	2	50	431	2	0	20	20	60	427	3	2	33	35	29	436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	50	19	28	40	60	6	9	2	3	454	43	28	55	12	6	453	35	19	56	19	7	450
B. They match some of what I have learned.	39	4	8	39	75	8	15	1	2	449	44	7	77	15	1	450	51	11	56	25	8	446
C. They match just a little of what I have learned.	5	0	0	3	43	3	43	1	14	440	8	10	60	25	5	447	10	5	43	31	21	440
D. There is no match.	6	0	0	1	13	2	25	5	63	427	6	13	27	20	40	438	4	3	26	33	37	434
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	19	2	8	13	52	5	20	5	20	443	18	4	58	20	18	443	17	5	44	31	20	441
B. about the same as my regular schoolwork	51	13	20	44	67	9	14	0	0	452	54	16	70	14	0	452	62	13	57	23	7	448
C. easier than my regular schoolwork	30	7	18	25	64	3	8	4	10	450	27	26	54	10	9	452	21	18	53	19	10	449
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	7	1	10	4	40	2	20	3	30	441	6	13	47	20	20	445	7	6	36	32	27	438
B. 30–45 minutes	11	2	13	8	53	2	13	3	20	445	15	8	63	16	13	445	25	7	52	28	12	444
C. 45–60 minutes	23	7	23	19	61	4	13	1	3	453	40	22	60	15	4	452	38	14	56	22	8	448
D. more than 60 minutes	58	13	17	52	67	11	14	2	3	451	39	15	69	14	2	451	30	18	56	19	7	449
How often do you use calculators in mathematics class?																						
A. almost every day	4	1	17	3	50	1	17	1	17	446	3	14	57	14	14	446	3	4	36	31	28	438
B. two or three days a week	5	0	0	5	71	2	29	0	0	447	4	10	60	30	0	447	12	13	51	26	10	446
C. two or three times each month	18	4	17	16	67	3	13	1	4	450	23	12	71	14	3	449	32	15	58	20	7	449
D. never or almost never	72	18	19	59	61	13	13	7	7	450	70	18	61	15	6	451	53	11	53	25	11	446
How often do you use hands-on materials in mathematics class?																						
A. almost every day	17	2	9	14	64	4	18	2	9	448	15	11	58	18	13	447	26	12	50	25	13	445
B. two or three days a week	27	3	9	23	66	6	17	3	9	447	20	14	65	14	6	449	32	14	57	21	7	448
C. two or three times each month	31	14	34	23	56	4	10	0	0	455	35	22	67	10	0	454	26	13	56	22	8	448
D. never or almost never	25	2	6	23	70	4	12	4	12	447	30	12	61	19	8	448	17	9	50	27	13	444
Optional school/SAU question																						
A.	25	1	100	0	0	0	0	0	0	466	31	14	72	11	3	450						
B.	0										0											
C.	25	0	0	0	0	1	100	0	0	440	57	21	59	17	3	452						
D.	50	0	0	0	0	1	50	1	50	422	12	0	50	29	21	440						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number